

**WILLIAM S SANDEL ELEMENTARY**  
2700 SEMINOLE RD.  
COLUMBIA, S. C. 29210

**GRADES** K-5 Elementary School

**ENROLLMENT** 551 Students

**PRINCIPAL** FAE M. YOUNG 803-731-8906

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	63	28	2

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Below Average	Yes

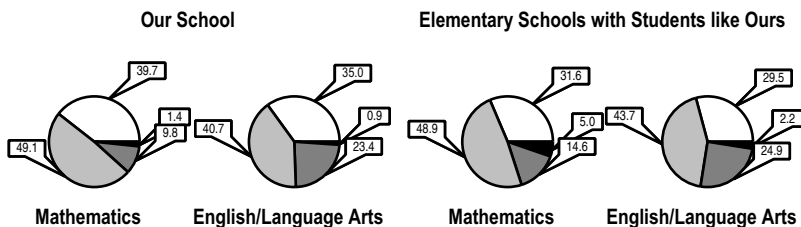
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	258	98.1	33.8	40.1	22.5	3.6	36.0	Yes	Yes
Gender									
Male	121	96.7	38.8	34.7	20.4	6.1	28.6		
Female	137	99.3	29.8	44.4	24.2	1.6	41.9		
Racial/Ethnic Group									
White	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	236	99.2	35.3	41.5	20.3	2.9	33.3	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	224	98.2	30.9	42.4	25.7	1.0	38.7		
Disabled	34	97.1	51.6	25.8	3.2	19.4	19.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	258	98.1	33.8	40.1	22.5	3.6	36.0		
English Proficiency									
Limited English Proficient	13	76.9	28.6	42.9	28.6	0.0	0.0	I/S	I/S
Non-Limited English Proficient	245	99.2	34.0	40.0	22.3	3.7	35.8		
Socio-Economic Status									
Subsidized meals	205	99.0	38.5	39.7	19.6	2.2	29.6	Yes	Yes
Full-pay meals	52	94.2	14.0	41.9	34.9	9.3	62.8		

Mathematics - State Performance Objective = 15.5%									
All Students	258	99.6	38.6	48.4	10.3	2.7	24.7	Yes	Yes
Gender									
Male	121	99.2	34.3	53.5	9.1	3.0	21.2		
Female	137	100.0	41.9	44.4	11.3	2.4	27.4		
Racial/Ethnic Group									
White	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	236	99.6	39.4	49.0	8.7	2.9	22.1	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	224	100.0	35.9	52.1	10.4	1.6	25.5		
Disabled	34	97.1	54.8	25.8	9.7	9.7	19.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	258	99.6	38.6	48.4	10.3	2.7	24.7		
English Proficiency									
Limited English Proficient	13	100.0	42.9	57.1	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	245	99.6	38.4	48.1	10.6	2.8	24.5		
Socio-Economic Status									
Subsidized meals	205	100.0	41.3	49.7	6.1	2.8	20.7	Yes	Yes
Full-pay meals	52	98.1	27.3	43.2	27.3	2.3	40.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	103	100.0	22.6	45.2	29.8	2.4	32.1
	<b>Grade 4</b>	85	98.8	44.1	35.3	20.6	N/A	20.6
	<b>Grade 5</b>	64	100.0	33.9	57.1	8.9	N/A	8.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	77	97.4	30.1	34.2	32.9	2.7	35.6
	<b>Grade 4</b>	90	98.9	30.1	49.4	20.5	N/A	20.5
	<b>Grade 5</b>	91	97.8	44.0	42.9	13.1	N/A	13.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	103	100.0	41.7	46.4	8.3	3.6	11.9
	<b>Grade 4</b>	85	100.0	33.8	51.5	11.8	2.9	14.7
	<b>Grade 5</b>	64	100.0	25.0	64.3	8.9	1.8	10.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	77	98.7	40.5	48.6	10.8	N/A	10.8
	<b>Grade 4</b>	90	100.0	38.1	51.2	7.1	3.6	10.7
	<b>Grade 5</b>	91	100.0	40.7	50.0	9.3	N/A	9.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 551)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.8%	Up from 3.6%	3.6%	2.7%
Attendance rate	95.1%	Down from 95.3%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		5.2%	3.5%
Eligible for gifted and talented	4.8%	Down from 6.4%	7.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.9%	Down from 6.7%	8.3%	8.2%
Older than usual for grade	0.5%	Up from 0.2%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Up from 0.8%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	51.4%	No change	48.1%	51.4%
Continuing contract teachers	78.4%	Down from 83.8%	82.5%	87.5%
Highly qualified teachers**	100.0%	N/A	93.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		2.5%	0.0%
Teachers returning from previous year	86.3%	Up from 82.1%	84.4%	86.7%
Teacher attendance rate	95.7%	Up from 93.4%	94.7%	94.9%
Average teacher salary	\$41,427	Up 1.4%	\$40,109	\$40,760
Prof. development days/teacher	17.8 days	N/R	13.3 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 18.5 to 1	17.5 to 1	18.9 to 1
Prime instructional time	89.4%	Up from 87.4%	89.4%	90.0%
Dollars spent per pupil*	\$5,918	Up 1.2%	\$6,430	\$6,044
Percent of expenditures for teacher salaries*	78.8%	Up from 76.5%	65.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2002-03 school year, W.S. Sandel Elementary made progress in the area of math on both the PACT for grades 3-5 and Terra Nova for grade 2. All certified staff at Sandel meet the requirements for highly qualified teachers. Five instructional assistants are state certified. All staff participated in conferences, workshops and mini-sessions to gain additional tools and instructional strategies that will enhance student learning.

Test results indicate that gains were made in the areas of math and writing; however, our African-American population and free and reduced-price lunch students continue to struggle. Additional programs that provide students with practice are Accelerated Reading and Math, Star Diagnostic Reading, Math Renaissance Diagnostic Program and the Success-Maker Lab. PACT coaches for Math and ELA were provided for grades 3-5. The After-School Tutorial Program is another strategy implemented to prepare students for end-of-year testing.

We continue to upgrade computers and provide additional software programs in all subject areas, as well as manipulatives to facilitate hands-on learning. Our Early Bird Academy continues to be successful in providing additional computer lab time for targeted students.

The Character Education program is in place and is facilitated by the school's guidance counselor. Teachers are responsible for providing lessons in conflict management and providing students with strategies to resolve conflicts peacefully.

The Breakthrough to Literacy Program continues to be utilized in Child Development and Kindergarten. This computerized program is designed to assist with the early development of reading skills. Teachers in grades K-1 are required to use the SCRA to assess students' academic and social development. Eighty percent of the students in these grades scored proficient on the standards for ELA and Math. Reading Recovery and literacy groups continue to be utilized to assist students identified as at risk in ELA.

Sandel is the designated site for English as a Second Language students, and two certified teachers run our program. It will be a challenge to meet the growing needs of this population, as well as closing the achievement gap for African-American students and improving parent involvement.

Fae M. Young, Principal, William S. Sandel Elementary School

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	81	41
Percent satisfied with learning environment	74.3%	60.0%	65.9%
Percent satisfied with social and physical environment	74.3%	66.7%	73.7%
Percent satisfied with home-school relations	34.3%	85.2%	55.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.